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THE UNIVERSITY OF ALBERTA

REASONS FOR AND INCIDENCE OF MALE GRADUATES
OF THE UNIVERSITY OF ALBERTA LEAVING THE FIELD
OF PHYSICAL EDUCATION

by



LORNE R. WOOD

A THESIS

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UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "Reasons for and Incidence of Male Graduates of the University of Alberta Leaving the Field of Physical Education", submitted by Lorne R. Wood in partial fulfillment of the requirements for the Degree of Master of Arts.

UNIVERSITY OF ALBERTA
FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read, and recommend to
the Faculty of Graduate Studies for acceptance, a thesis entitled
"Research for and Incidence of Male Graduates of the University of
Alberta Leaving the Field of Physical Education", submitted by
James R. Wood in partial fulfillment of the requirements for the
Degree of Master of Arts.

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ABSTRACT

The purpose of this study was to determine the number of male graduates in Physical Education from the University of Alberta, who have remained active in physical education, those who through promotion have moved into administrative positions where they are not directly involved with physical education, those who have remained in the teaching field but are teaching in subject areas other than physical education and those who have moved into vocational areas that are not allied with education, physical education or recreation.

In addition to finding the numbers in each category, the study attempted to determine the reasons for professional physical educators leaving the area of physical education.

There were a possible 188 subjects for the study and a total of 146 returned completed questionnaires. Of the 146 subjects responding, ninety-three were still active in physical education or recreation, twenty-six have administrative positions not directly involved with physical education, eighteen were teaching in subject areas other than physical education and nine were in vocations not allied with education, physical education or recreation.

It was concluded that a high proportion of the subjects are still active in physical education and of those who have left the area of physical education, most have changed to administrative positions or are teaching in other subject areas.

It was also concluded that the basic factor that encourages people to move out of the area of physical education is the additional amount of time physical educators are required to devote to extracurricular activities in addition to the teaching of classes.

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CHAPTER I

I. INTRODUCTION

The thought is often expressed at conventions, meetings of professional groups and in casual conversation among professional physical educators that for some reason(s) a large number of people leave the field of physical education within a few years of graduation. Concern is felt as there has consistently been reported, in Annual Reports of the Department of Education (1:22), a shortage of physical education teachers in the public schools of the province of Alberta. This shortage has been more acute in the non-urban areas and is expected to continue. The shortage of physical education teachers is, in part, a result of degree physical educators not graduating from the University of Alberta until 1953. Although the Department of Education requires that physical education be taught in the schools of the province, qualified teachers have not been turned out in sufficient numbers to meet the demand.

The increase in numbers of physical education teachers required can also be attributed to increased enrolments in schools caused by the population increase and greater retention of students, changes in pupil-teacher ratio, replacements for teachers returning for full time study, replacements for teachers who leave the province and replacement for those who leave teaching.

In addition to the professional physical educators who become involved in teaching school, there are many teaching in post-secondary institutions and some working with provincial, municipal and private agencies involved with recreation.

Upon looking into the suggested dilemma, it was found that there has been little research to actually indicate what percentage of people do leave the field of physical education nor have there been studies to determine the reasons for leaving. This study attempted to determine what has actually taken place with a particular group of professional physical educators since graduation from university.

II. THE PROBLEM

Statement of the Problem

The problem was to determine, by using a particular group of graduates, the actual number of professional physical educators that have remained active in physical education, those that through promotion, have moved into administrative positions where they are not directly involved with physical education, those that have remained in the teaching field but have moved into subject areas other than physical education and finally, those that have moved into vocational areas that are not allied with education, physical education or recreation.

More important than merely finding numbers, the study attempted to determine the reasons for withdrawal and in this respect the emphasis was directed toward those who have stayed in education but have changed to subject areas other than physical education and to those that divorced themselves from the areas of education, physical education and recreation.

III. DEFINITION OF TERMS

Professional Physical Educator. For purposes of this study a professional physical educator was one who qualified to teach in Alberta schools by

obtaining a Bachelor of Education degree in Physical Education (4 years) or obtained a Bachelor of Physical Education degree (3 years) followed by a full term in the Faculty of Education in order to obtain teaching certification. Many of the latter may have completed the equivalent of two full terms in the Faculty of Education and thus have obtained a Bachelor of Physical Education degree and a Bachelor of Education degree.

Although there is no similar provincial certification required for those people employed in the area of recreation, for the purpose of this study the criteria for those employed in recreation was similar to that of the physical educator teaching in the schools - four years of university education in the area of physical education. The first graduates from the University of Alberta's Recreation Administration degree program did not complete requirements until 1966 so they were not considered in this study.

Administrator. One who has left the area of classroom teaching and whose full time is taken up with administrative duties not directly concerned with physical education. Such a person may be a principal, vice-principal, or assistant principal in a particular school or a co-ordinator or supervisor in a school system.

Those people holding supervisory positions directly connected with physical education would not fit into the "administrator" category, for purposes of this study, as they would be considered to be still actively involved with physical education.

Other Subject Areas. This refers to any subject areas taught in the school systems other than physical education. It would include mathematics, science, social studies, english, music, art and industrial arts.

Vocational Areas not Allied with Education, Physical Education or Recreation. This refers to any areas of employment that are not directly allied with education, physical education or recreation. It includes such occupations as selling insurance, selling real estate, agriculture, business, industrial work concerned with manufacturing and/or selling a product, professions such as law, medicine, commerce and engineering.

IV. PURPOSE OF THE STUDY

The first purpose of this study was to determine, using a particular group of physical education graduates, exactly what each of these people is presently doing vocationally. The second purpose of the study was to determine the reasons why the respondents have chosen the particular area or vocation in which they are presently involved. The third purpose was to determine whether or not there is cause for concern over the number of professional physical educators that leave the area and if so, what solutions might be considered to alleviate the problem.

Specifically, this study attempted to investigate and determine the following:

A. The present employment of the male graduates in physical education from the University of Alberta in the time period 1953 to 1965.

B. By categorizing the fields of employment, determining those that are still actively engaged in physical education, those that have taken administrative positions whereby they are not directly involved with physical education, those that have remained in the teaching field but have moved to subject areas other than physical education and those that have moved into vocational areas that are not allied with education,

physical education or recreation.

C. The reasons that have played a part in encouraging members of the sample group to leave the area of physical education and to tabulate these reasons according to frequency, in order that the main causitive factors can be isolated.

D. By determining the number of professional physical educators that have left the field and by isolating the prime reasons for leaving, recommendations can then be made that will perhaps be of use in encouraging professional physical educators to remain in the field rather than abandoning it for some other line of endeavor.

V. JUSTIFICATION FOR THE STUDY

No prior studies in Alberta or Canada have attempted to determine what percentage of graduates in physical education actually do stay in the field of physical education for a period of years after graduation. This study sought to determine what each individual from the sample group is presently doing and in this way an accurate figure was obtained to indicate those that are still involved in physical education and those that are not.

By the same token no prior studies in Alberta or Canada have been designed specifically to determine the reasons why people will take a minimum of four years training in order to become professionally physical educators and then leave the area in favor of another vocation.

By finding the number of the sample that have left the area of physical education and by analyzing and summarizing the reasons that these

people gave for leaving, it was possible to determine the prime reasons for professional physical educators choosing other lines of employment.

Two theses recently completed at the University of Alberta by Enger (2) and Irwin (3) have stated in their recommendations that a study such as this would be a worthwhile contribution to the field of physical education.

Theoretically, the results of the study could be of particular value to school boards, departments of education and universities in Alberta and across Canada. If the reasons given for leaving physical education are within the realm of responsibilities of such bodies, then subsequent remedies could perhaps encourage physical education personnel to remain in the field. Even if such theoretical ends are not met, the cataloguing and analysis of reasons for leaving the field will be of value in focusing other types of study on the topic.

VI. LIMITATIONS OF THE STUDY

The prime limitation of the study was the rate of return of completed questionnaires from the sample group. This is always a factor in studies involving questionnaires sent through the mails but it was felt that the problem was not serious as, in this particular study, the investigator is personally acquainted with over 75% of the sample group and therefore the response was greater than would be the case with strangers.

Another limitation was the distance from Edmonton of some of the sample group who have left the field of physical education. The intent

was to have personal interviews with as many as possible who are in this category.

VII. DELIMITATIONS OF THE STUDY

This study was restricted to the male graduates in physical education from the University of Alberta for the period 1953 to 1965, inclusive. This amounted to a possible sample of 188 subjects.

Those graduating in the years 1953 to 1958 obtained a Bachelor of Education degree in Physical Education and those graduating in the years 1958 to 1965 obtained a Bachelor of Physical Education degree.

The year 1958 is mentioned twice as there were actually two graduating classes in that year - the last class in the four year Bachelor of Education in Physical Education program and the first class in the three year Bachelor of Physical Education program.

The study was restricted to this time period because of the fact that 1953 was the first year that the University of Alberta produced graduates in physical education. The cut-off year of 1965 was selected as individuals completing requirements since that time will only be in the process of completing their first or second year of work and would, with rare exceptions, be making no vocational changes.

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1. Department of Education, Province of Alberta. "Sixty-Third Annual Report", Printed by L.S. Wall, Queen's Printer, 1969, p. 22.
2. Enger, Arnold M. "An Evaluation of the Physical Education Program in the Secondary Public Schools of Edmonton, Alberta, Canada in the School Year 1966-67", Unpublished Master's Thesis, The University of Alberta, Edmonton, Alberta, 1968.
3. Irwin, Marion. "The Work Load of High School Physical Education Teachers", Unpublished Master's Thesis, The University of Alberta, Edmonton, Alberta, 1965.

CHAPTER II

REVIEW OF THE LITERATURE

I. INTRODUCTION

From the review of literature it was apparent that with one exception, there has been little done in Canada to determine the number of physical educators that leave the field nor has there been any amount of investigation as to why physical educators leave the field. Although several studies were found which investigated the problems, perceptions, interests and attitudes of male physical educators in the United States, it appears that there have been no studies which were concerned specifically with the reasons for physical educators leaving the field.

Due to the limited amount of literature dealing specifically with the subject of the study, the review of literature deals primarily with various studies on teachers leaving the field, teacher satisfaction and dissatisfaction, teacher morale and generally, studies that could provide clues as to why physical educators leave the field.

II. RELATED STUDIES IN ALBERTA AND CANADA

In 1968 Enger (1) completed "An Evaluation of the Physical Education Program in the Secondary Public Schools of Edmonton in the School Year 1966-67". This study included a brief analysis of why teachers leave the physical education field. It was indicated in this particular study that both Senior and Junior High physical education teachers ranked "Heavy Workload" as being the prime reason for leaving the field with "Exhaustive Physical Demand", being rated second most frequent reason

for each group.

In 1966 Irwin (2) reported the results of a study on the "Workload of High School Physical Education Teachers". Prior to the study Irwin felt that it might be the heavy workload of physical education teachers that encouraged many to move to other fields. Using a random sample of Alberta high school physical educators she found that the work load of the group was no heavier than that of teachers in other areas. This finding was qualified to some extent, by the observation that many of the hours put in by physical educators might cause greater strain on the teacher as they were usually supervising, coaching and in contact with students, while teachers in other areas were able to select their own times of out-of-school work and it usually involved the preparation of lessons and marking of assignments rather than activities that necessitated contact with students.

III. RELATED STUDIES IN THE U.S.A.

A study by Crase (3) in 1966 is not directly concerned with physical educators leaving the field but is related in that the purpose was to determine interests, attitudes, practices and certain status determinants of male teachers of physical education in public secondary schools in Ohio. The attitude of the teachers toward the teaching profession and toward their respective teaching assignments was determined through their membership in professional organizations and by the reading of professional literature, their desire for professional growth through in-service education, their feeling toward their teaching and coaching assignments and their expression of job stability or of satisfaction with their

teaching assignment.

Conclusions of the study revealed that a positive attitude toward professional affiliation with physical education associations was somewhat lacking. Teachers showed a general preference for coaching rather than teaching physical education and most expressed a positive attitude toward the teaching of health education. Most teachers were satisfied with their selection of physical education as an area of specialization and as a vocation. There was a definite lack of cooperation toward health and physical education teachers on the part of secondary school administrators and the group expressed little interest in teaching elementary physical education although many were active in an advisory capacity.

In 1967 Maroney (4) reported a study in which he attempted to analyze perceptions of tasks believed to be important to the proper performance of the job of teaching physical education in secondary schools. The teaching of physical education was considered to have three areas: health education, teaching physical education and coaching athletic activities. It was concluded that physical educators generally agree in their perceptions of what tasks are important to the proper performance of the job of teaching physical education in secondary schools but there is considerable disagreement concerning the best design for the preparation and certification of teachers of physical education in secondary schools.

IV. STUDIES OF TEACHER DROPOUTS

An editorial in the Newfoundland Teachers Association Journal (5:6)

discusses three types of teacher dropouts: those who leave the profession entirely; those who leave one school system to teach elsewhere; those who remain teaching but have "dropped out" as far as their effectiveness is concerned. Only those in the first category could be considered dropouts in terms of this present study and the article blames the low admission standards to the teaching profession as being a contributing factor. The reasoning is that those with the bare minimum requirements take the teacher training because they are not admitted to other University faculties, they enter the teaching profession with the minimum of training and then are apt to dropout as they have only a small stake involved. Other factors which cause teachers to leave teaching are low salaries, inadequate pension benefits, limited opportunities for advancement and unsatisfactory working conditions.

Studies in Alberta

There have been two studies by individuals concerned with determining the reasons why teachers discontinue services in Alberta.

Murray (6) conducted a survey to discover any "common, annoying and frustrating experiences of ex-teachers", which caused some 500 teachers to quit teaching in 1954. The 31 single females replying complained of high enrolments in classes, uncomfortable and poorly equipped schools and primitive living conditions. Sixty-six married females indicated that pressure of family obligations or lack of adequate living accommodation near schools caused them to resign. The males reported that low pay and low prestige of the profession caused them to leave. Murray concluded that in any program designed to alleviate the teacher

shortage consideration must be given to the improvement of salary scales and that the minimum qualifications for a teaching certificate must be raised.

The purpose of a 1965 study by Chamchuk (7) was to investigate the teacher dropout problem and its relationship to the shortage of teachers in Alberta. He found that approximately one-third of the dropouts were undertaking housekeeping, one-fifth were returning to university, one-fifth were emigrating and less than one-tenth were being superannuated. Of those that were undertaking housekeeping, only ten percent had decided to leave permanently with the remainder intending to return to teaching in the future. Those returning to university expected a teaching lapse of one one or two years while nearly one-third of those leaving for other vocations were dissatisfied, chiefly with salary, teaching assignments, administrative conflict and living conditions. Chamchuk concluded that dropout of teachers should be redefined and that it be restricted to include only the one percent of the force retiring, the 1.8 percent who permanently leave for housekeeping, and the 1.5 percent who leave for "other" vocations. By this definition the dropout rate would be approximately four percent rather than the eleven percent reported as actually leaving the teaching force in that particular year.

A third recent study in Alberta was reported by the Alberta Teachers Association (8) in 1968 and is concerned with "Geographic and Occupational Mobility of Alberta Teachers". Some of the unknowns this study sought to determine answers for were, (1) the percentage of teachers who leave teaching, (2) the reasons for changing teaching positions and (3) the reasons for leaving the teaching profession. Questionnaires

were sent to the individual teachers through the schools and a total of 14,404 were completed and returned.

A Summary of the Findings

1. Of the 14,404 teachers who replied 21% intended to terminate employment with their board.
2. A higher proportion of teachers continued with city boards (82%) than with divisions and counties (76%).
3. The larger the school staff, the higher the proportion of teachers who remained.
4. In terms of teacher experience, there is an inverse relationship with mobility except that teachers with one year experience are less mobile than teachers with two years.
5. Mobility is inversely related to age.
6. Of the teachers who left employment with their boards in June, 1968, 28% taught for other boards, 22% returned to University, 19% went out of the province to teach, 17% took up household duties and 6% went into another occupation.
7. The main reasons given for leaving to teach elsewhere were:
 - a. better working conditions
 - b. husband transferred
 - c. more satisfactory community
 - d. better salary
 - e. more satisfactory placement

The following table provides a summary for those leaving teaching.

Reasons For Leaving Teaching To Take Up Another Occupation

<u>Reasons</u>	<u>Number Leaving</u>	<u>% Leaving</u>
Salary	77	8.84
Working Conditions	93	10.67
More Responsible Position	42	4.82
More Satisfactory Community	36	4.14
Ill Health	29	3.33
Fed up with Teaching	142	16.30
Not Placed According to Preparation and Preference	42	4.82
Fired or Asked to Resign	9	1.03
There Seems to be Dissatis- faction With Me as a Teacher	6	.80
Other	<u>394</u>	<u>45.23</u>
Total	871	99.99

Studies in United States

In 1965 Blaser (9) reported a study which was to determine the status of those men who graduated in education from the University of Idaho during the years 1951 through 1960. A questionnaire was designed to learn from each respondent all of the principal reasons for his leaving the profession and the adjustments that would be necessary to encourage his return to teaching. An analysis was made of five classes of reasons - economic, professional, personal, community and "other" - that were principal factors in teacher resignations. Results indicated that more than 90 percent of the losses were avoidable and that most of the adjustments

required to encourage the return of teachers were within the powers of local school authorities. The respondents placed economic reasons for withdrawal above professional reasons with personal, community and "other" reasons being almost negligible. Economic factors were the chief things that must be changed in order to lure teachers back to the profession with salary schedules having a more realistic minimum and the maximum containing larger increments. The professional reasons that led to withdrawal of many teachers were the working conditions, lack of helpful supervision, discipline problems and the attitudes of parents and pupils toward scholarship.

Another 1965 study, by Barnett (10), investigated controllable organizational factors causing secondary teacher resignations in the Los Angeles City School Districts. Of the 250 teachers who took part in the survey, 90 were identified as having resigned because of dissatisfactions with district controllable factors. An exit interview was conducted with one-third of this group and the following conclusions were reached. Resigners felt a lack of confidence in the sincerity and competence of their administrators as leaders to direct the teachers efforts in achieving the objectives of the school district. Resigners felt dissatisfied with administrative support in matters of student discipline and heavy work load assignment. Resigners felt that meetings and conferences they were asked to attend were not of significant value and that the in-service training in which they participated, was of little help. In addition to dissatisfaction with salary schedules, resigners had negative feelings toward certain working conditions, poor attitudes of students toward learning, overcrowded classrooms, classroom interruptions,

lack of belongingness in a large school system, lack of opportunity to participate in selection of materials, personnel policies related to opportunity to transfer, leave of absence opportunity as well as promotional opportunities within the system.

A study was conducted by Booth (11) in 1966 to determine the extent of teacher loss in Georgia and to identify some factors which may contribute to the early withdrawal of teachers from the profession. It was found that nearly 20 percent of those who began teaching in 1964-65 fell into the early withdrawal category. A survey of a random sampling of this group showed that: (1) those who planned to teach again expressed the most favorable attitudes toward self and teaching, (2) those who planned to teach again expressed more favorable views of students, (3) those who planned to teach again had a more favorable attitude toward their teacher preparation, (4) those who planned to teach expressed the most favorable attitudes toward their school system and toward their principal. The study also indicated that salaries were too low and the status of teachers should be raised.

In 1965 Nyman (12) reported the results of a study in which he determined how beginning teachers who were staying with teaching and beginning teachers who were leaving the field after one year, responded to the Minnesota Teachers Attitude Inventory and Hilton's "Ego-Involvement" Index. Results showed that those who were staying in the teaching field had approving attitudes towards schools, curriculum and teaching and a positive attitude toward students.

Stewart (13) reported in 1963 on a study set up to determine the factors which influenced a group of Indiana teachers who had served in

the same school position for at least six years, to retire at the end of the 1957-58 year. In order of frequency, the causes for withdrawal of these experienced teachers were retirement, family obligations for women, economic factors for men, future outlook for men who transferred and for women who quit. Other factors mentioned as influencing withdrawal were administrative difficulties, teaching load, professional dissatisfaction, job location, health, climate and community.

A study by Strate (14) was reported in 1968 and it explored and identified the causes for teachers entering into and withdrawing from teaching in the Louisiana Public School System during 1961-62. The study was limited to white teachers and analysis of questionnaire data revealed the following reasons given for entering the teaching profession:

- 44 percent indicated gratification derived from relationships with boys and girls
- 33 percent indicated a genuine desire to be of service
- 7 percent indicated parents favorable attitude toward teaching
- 7 percent indicated it was an interlude to marriage
- 3 percent indicated financial conditions
- 2.5 percent indicated it was a stepping stone to some other profession.

The reasons given by teachers who withdrew from teaching were:

- 34 percent indicated inadequate salary
- 15 percent indicated better teaching conditions in another state
- 15 percent indicated more security in teaching in another state
- 11 percent indicated better working conditions and more security in another type of work

- 6 percent indicated a desire to see other places

In 1968 Erickson (15) reported a pilot study that was designed to test the hypothesis that teachers perceptions of the career expectations held for them by their best friend and by their spouse are associated with whether they, (1) leave education for other occupations, (2) leave their school system for another school system or (3) remain in their present school system. The conclusion arrived at was that group influences are a major determining factor in teacher dropout and mobility.

A 1969 article by Bush (16) on "The Status of the Career Teacher, Its Effect Upon the Teacher Dropout Problem", hypothesizes that the education of pupils may be better in a school staffed with permanent career teachers rather than with itinerant teachers. On this premise, he suggests efforts be made to increase the status of teaching and lists ways in which this might be accomplished: (1) reduce the number of teachers, (2) raise the levels of training and competence, (3) increase salaries, (4) develop a hierarchy of teaching positions, (5) provide working conditions in which the teacher has time to plan lessons and continue in-service training.

V. STUDIES OF TEACHER SATISFACTION AND DISSATISFACTION

Savage (17) reports a 1967 study which identified factors associated with teacher satisfaction and dissatisfaction. The major findings of this study were: (1) achievement, recognition and interpersonal relations with students were the most significant factors affecting teacher satisfaction, (2) problems with supervision and personal factors were

most significant in affecting the dissatisfaction of teachers, (3) the factors causing dissatisfaction among teachers are significantly different from those affecting satisfaction, (4) there was little difference in the factors affecting satisfaction and dissatisfaction when compared according to degree held, sex, or grade level taught, (5) salary did not show up as a factor affecting the satisfaction of teachers.

Bienenstok and Sayres (18) identified and analyzed factors related to job satisfaction and dissatisfaction in junior high school teaching. They found that (1) most teachers are not fully committed to their career - more than half plan to quit before retirement, (2) dissatisfaction increases with age, family responsibility and experience, (3) senior high school teaching is perceived as being superior on factors such as smaller classes, fewer problem students and more opportunity to teach a specialty, (4) junior high school teaching is judged worthwhile as it involves greater responsibility in the overall development of the student, (5) the main sources of strain and frustration in junior high school teacher are (a) beginning teachers find it more difficult than they expected from their training, (b) more difficult classes are often assigned to beginning teachers, (c) guidance personnel do not give adequate help to junior high personnel and (d) inadequate support is given the teacher in discipline problems.

In 1967 Weinberg (19) investigated the separate and interactive effects of roles, organizations and personalities on the alienation of teachers. It was discovered that no specific type of personality, role or organization was consistently associated with alienation. It was found that roles, personalities and organizations which lean toward a

student focus are less alienation-related than schools which place an emphasis on content. This finding agreed in part with the forementioned study by Savage (17) in that relationships with students were a significant factor affecting teacher satisfaction.

Plant (20) conducted a survey among a sample of teachers in the State of New York in 1963 to determine correlates of teacher job satisfaction. It was concluded that job satisfaction was related to sex, age, number of years teaching, marital status, teacher association involvement, highest academic degree held, school system rating in New York State, grade level taught and current salary. Job satisfaction was not affected by, years taught in the school system, career status, sources of extra income, father's educational achievement, or type of college where undergraduate work was taken. The school districts which had an average high job satisfaction of teachers were those with a low average student-teacher ratio.

Sergiovanni (21) reported a study in 1966 in which he tested on teachers, earlier findings by Herzberg, that some factors in a work situation were satisfiers when present but not dissatisfiers when absent and conversely, other factors that were dissatisfiers, when eliminated, did not result in positive motivation. The findings were that achievement and recognition were factors which contributed predominantly to teacher job satisfaction while interpersonal relations, supervision, school policy and administration and administration and unfairness were factors which contributed predominantly to teacher dissatisfaction. Further, the satisfaction factors identified for teachers tend to focus on conditions of work. The results showed that, as in Herzberg's study,

the elimination of the dissatisfiers does not necessarily result in teacher job satisfaction.

In the spring of 1970, Gallup and Simpson (22) completed a survey of the satisfaction level of physical education teachers in the Edmonton Public System. Replies were received from 63 of the 100 people contacted and the investigators concluded that a large proportion of men leave the field of physical education at an early age. They further concluded that the main area of discontent with physical education personnel was the heavy work load and they suggest that the physical educators themselves, are to blame, as they too readily accept heavy extra-curricular tasks that could be distributed among other members of the teaching staff.

VI. STUDIES CONCERNING TEACHER MORALE

In 1967 Adair (23) reported a study which had the objective of identifying those factors in the job of a teacher which lead to either satisfaction or dissatisfaction and to analyze those factors in respect to the duration, the criticalness and the effects of the resulting attitudes of the teacher. A sample of 81 secondary school teachers in New York State were interviewed and each was asked to describe a sequence of events which made them feel exceptionally good or exceptionally bad about his job. Of the 225 positive job factors mentioned, the most frequent was achievement or concern with accomplishment in the teaching process. Other important satisfiers were recognition and interpersonal relations with students. The job factors that were significant in bringing about negative feelings toward teaching were school policy,

job structure, interpersonal relations with superiors and administrative support in disciplinary situations.

In 1963 Franks (24) investigated the relationship between teacher morale as related to selected personal factors such as age, sex, social values, personality traits and teacher morale as related to professional characteristics such as teaching experience, professional preparation and experience with present principal. Conclusions reached were that teacher morale seems to be related to teachers ages, age difference from principal, extent of similarity to principals general social values and perceptions of the morale level of their colleagues. Teacher morale does not seem to be related to teacher sex, teaching experience, level of teaching assignment, level of professional preparation, extent of principal's experience as an educator, extent of principal's experience as a principal, nor nature of teachers' general social values.

Napier (25) reported a study in 1966 in which he investigated the significance of thirteen hypotheses as they related to the morale of teachers. The hypotheses dealt with administrative factors, building and supply factors and personnel factors. It was concluded that high teacher morale is associated with:

1. administrators understanding and appreciation of the teacher as an individual
2. the confidence the teacher has in the administrator's professional competency
3. the support the teacher receives from the administration regarding discipline problems
4. teacher participation in the formulation of policies that affect them

5. adequate facilities and equipment
6. adequate teaching supplies
7. teaching assignments which are closely allied with training
8. fair and equitable distribution of extra-curricular assignments
9. professional training provided through the in-service program
10. job security
11. an adequate policy for leaves of absence
12. a fair and equitable distribution of the teaching load
13. salaries which are comparable with other professions requiring equal training.

Koplyay and Mathis (26) in 1967 investigated the relationship between teacher morale and organizational climate amongst 299 elementary school teachers. The results suggest that an "open" climate is associated with high morale regardless of the type of salary schedule. In "closed" climate schools, however, higher morale was found in schools with merit, rather than non-merit, salary schedules.

VII. MISCELLANEOUS STUDIES RELATED TO TEACHERS' PROBLEMS AND JOB PERSISTENCE

In 1968 Freeburn (27) reported a study in which the purpose was to determine whether selected characteristics of male secondary graduates who remained in teaching differed significantly from those of male secondary education graduates who withdrew from teaching or who never entered teaching. The findings of this study indicated that:

1. teachers generally tended to come from rural, large, and socio-economically lower classes.

2. no significant differences were found among the groups on any level of academic performance.
3. teachers tend to be more interested in students and to derive more satisfaction from teaching than do dropouts.
4. the dropouts were dissatisfied with the opportunity for advancement, lack of intellectual stimulation and the frustration involved in teaching. Those remaining in teaching were dissatisfied with overcrowded classrooms, apathy and the ubiquity of students.
5. teachers generally made less money than did dropouts or never-taughts.

Lambert (28) reported to the 1967 meeting of the Chief State School officers on the major factors to which he attributed unrest among teachers in American schools. These factors included rapidly increasing school enrolment, social distance between classroom teacher and school administrator, increasing professionalism of male teacher, inadequate compensation both economically and socially, growing bureaucracy and overcentralization.

In 1966 Sharma (29) did a study to analyze the benefits and costs of teacher education and to calculate private and social benefit-cost ratios. The findings were that earnings increase with schooling but at a different rate in different occupations. The present value of the cost of four years of college education incurred by a white male teacher is higher than that of returns received by him throughout his working life. However, if non-market internal benefits are taken into account his benefits are two and a half times the cost.

Thiemann (30) is presently conducting a study on "Career Patterns" involving administrative and supervisory personnel in Alberta schools. Of the 1163 subjects involved in the survey 7.7 percent have a background of physical education teaching. However, information is not available in the study as to the physical education training of these 90 administrators. It may be that many would fulfill the definition of "professional physical educators" as used in this investigation or it may be that many have taken physical education as a minor or major in the process of completing a Bachelor of Education degree.

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CHAPTER III

METHODS AND PROCEDURES

I. SOURCE OF INFORMATION

Information for the study was gathered through the means of a questionnaire. The questionnaire was mailed to the sample of 188 subjects - the male graduates in physical education from the University of Alberta for the period of 1953 to 1965, inclusive.

It was intended that further information concerning two categories, those who are teaching but have changed to subject areas other than physical education and those that have moved to vocational areas that are not allied with education, physical education or recreation, would be obtained by means of personal interviews. However, of the twenty-seven respondents in these two categories only nine reside in the Edmonton area and it was felt that the results of personal interviews with such a small number would not be meaningful.

II. DESIGN OF THE STUDY

The Questionnaire

In order to make the questionnaire as clear and concise as possible, thereby encouraging the subjects to complete it, it was set up in five parts. Part One was completed by all subjects and asked for general information about the individual. In completing Part One each subject indicated his present employment and in this way categorized himself A, B, C or D. Depending in which category the subject fell, each then turned to that particular portion of the questionnaire and completed only that portion.

The questionnaire was set up as follows:

Part One: General Information - was completed by all subjects.

Part A: Was completed by those subjects who are still actively involved in teaching physical education, are holding supervisory positions in physical education or are employed in the area of recreation.

Part B: Was completed by those subjects who, through promotion, have moved into administrative positions where they are not directly involved with physical education or recreation, but are still in the field of education.

Part C: Was completed by those subjects who have remained in the field of teaching but have moved into subject areas other than physical education or recreation.

Part D: Was completed by those subjects who are no longer employed in the area of education, physical education or recreation.

III. PILOT STUDY

The original draft of the questionnaire was submitted to members of the thesis committee for revision and preliminary approval. After making the necessary changes, copies of the questionnaire were then distributed to twelve University of Alberta Physical Education Graduate students, none of whom were involved in the study itself. They were asked to indicate any statements which they felt to be erroneous or which could be interpreted ambiguously. Upon the suggestions submitted by Graduate students, the questionnaire was again revised and submitted to the thesis committee for final approval.

IV. DISTRIBUTION OF THE QUESTIONNAIRE

The names of all male graduates in Physical Education from the University of Alberta for the time period 1953 to 1965, inclusive, were obtained from the Physical Education office. Addresses for the 188 possible subjects were obtained through a variety of sources. These included the Physical Education office, the Alumni Association, Edmonton Public School Board, Edmonton Separate School Board, Canadian Association for Health, Physical Education and Recreation membership list and from individuals who had addresses for particular subjects.

A covering letter was drawn up explaining the purpose of the study and asking for the cooperation of the subject. In addition Dr. H. McLachlin, Acting Dean of Physical Education, wrote a letter asking that all graduates cooperate in the study. The letters, along with the questionnaire and a stamped, self-addressed envelope were then mailed to each subject (see appendix).

V. FOLLOW-UP LETTERS AND TELEPHONE CALLS

Five days after the questionnaire was sent out, a follow-up letter was sent to each subject. The letter sent to those subjects who had completed and returned the questionnaire was simply thanking them for the cooperation shown. To the subjects who had not returned the completed questionnaire, the letter was a reminder asking that the completed form be returned as soon as possible. Three weeks after the questionnaire had been sent out, a second reminder was sent to those not responding. Telephone calls were made to all non-responders who resided in the immediate vicinity of Edmonton.

VI. TREATMENT OF THE INFORMATION

As the completed questionnaires were received they were placed in four groups according to the section of the form that was completed, A, B, C or D. In group A the concern was primarily determining the total number. With groups B, C and D there was still a concern for numbers but the area of prime importance was the reasons given by the subjects for leaving the field of physical education or for going into the administrative end of education. Therefore in group B, C and D a frequency table was set up in order to record the frequency of the various reasons for leaving the area of physical education.

VII. PRESENTATION OF RESULTS

The number of subjects completing each part was compared on a percentage basis with the total number of completed questionnaires. Following this, the reasons given by subjects replying to Parts B, C and D of the questionnaire were placed in rank order according to frequency. This method provided a percentage breakdown of the total in each group and a tabulation in rank order of the reasons for physical educators leaving the field.

CHAPTER IV

RESULTS AND DISCUSSION

The purpose of this study was to determine, by using the male graduates in physical education from the University of Alberta, the actual number of professional physical educators that have remained active in physical education, those that through promotion, have moved into administrative positions where they are not directly involved with physical education, those that have remained in the teaching field but have moved into subject areas other than physical education and finally, those that have moved into vocational areas that are not allied with education, physical education or recreation.

In addition and more important than merely finding the numbers that fall into each category, the study attempted to determine the reasons for professional physical educators leaving the area of physical education.

The period covered by the study was from 1953 to 1965, inclusive. During this period a total of 189 males graduated from the University of Alberta with a degree in physical education (see Table I). One of this number passed away in April, 1969, thereby leaving a total of 188 to be considered as subjects for the study. The investigator was unable to locate addresses for 12 of the subjects so a total of 176 questionnaires were mailed, together with covering letters and a stamped, self-addressed return envelope. Twelve of the letters were returned by the postal department marked, "Party has moved, address unknown". This reduced the total number of possible subjects to 164. Of the total of 164 who received questionnaires, replies were received from 146 (89%). In

considering the number of male graduates (188) during the designated time period the 146 replies represent 77.6% of the possible total.

TABLE I

Number of Male Students Graduating in Physical Education
from the University of Alberta, 1953 - 1965

<u>Year</u>	<u>Male Graduates</u>	<u>Year</u>	<u>Male Graduates</u>
1953	8	1960	6
1954	6	1961	13
1955	6	1962	29
1956	5	1963	31
1957	7	1964	29
1958	13	1965	23
1959	13		
		TOTAL	189

Each respondent was categorized according to his present position or occupation (see Table II).

TABLE II

Present Occupational Categories of Respondents

<u>Category</u>	<u>Number</u>	<u>Possible</u>	<u>Percentage</u>
Group A (still active in Physical Education)	93	146	63.7%
Group B (holding administrative positions and not directly involved with Physical Education)	26	146	17.8%
Group C (teaching in subject areas other than Physical Education)	18	146	12.3%
Group D (in vocations not allied with Education or Recreation)	9	146	6.1%

All respondents completed Part One of the questionnaire which was primarily concerned with general information about the individual. The information from Part One is summarized in Table III.

TABLE III

General Information about Respondents

	<u>Under 25</u>	<u>25-30</u>	<u>31-35</u>	<u>Over 35</u>	
Age	0	65	45	36	
	<u>Single</u>	<u>Married</u>	<u>Divorced or Separated</u>	<u>Widower</u>	
Marital Status	5	137	4	0	
	<u>None</u>	<u>One</u>	<u>Two</u>	<u>Three</u>	<u>Four or More</u>
Dependents	11	24	29	39	43
		<u>Four</u>	<u>Five</u>	<u>Six or More</u>	
Years of Post Secondary Education		34	38	74	
	<u>Under \$10,000</u>	<u>\$10,000-\$15,000</u>	<u>Over \$15,000</u>		
Salary (Gross)	31	94	20		
	<u>B.Ed.</u>	<u>B.P.E.</u>	<u>Two or More Bachelors</u>	<u>Masters</u>	<u>Doctorate</u>
Highest University Degree	8	32	42	46	18
	<u>Have Never Attended</u>	<u>Before 1959</u>	<u>1959-64</u>	<u>1965-70</u>	
Last Year as a Full Time University Student Since Beginning To Teach	44	7	35	60	

	<u>Have Never Attended</u>	<u>Before 1959</u>	<u>1959-64</u>	<u>1965-70</u>
Last Year of Summer School or Evening Credit Since Beginning To Teach	38	0	22	86

	<u>Two or Less</u>	<u>Three-Four</u>	<u>Five-Six</u>	<u>More Than Six</u>
Number of Schools or Institutions of Full Time Employ- ment	78	48	16	3

	<u>1 Year</u>	<u>2 Years</u>	<u>3 Years</u>	<u>4-6 Years</u>	<u>7-9 Years</u>	<u>10-14 Years</u>	<u>Over 15 Years</u>
Teaching Experience	8	7	2	46	43	22	18

Professional Organizations:

Organization	Respondents Who Are Members
Health and Physical Education Council of the Alberta Teachers Association	33
Other Councils of the Alberta Teachers Association	24
Canadian Association for Health, Physical Education and Recreation	66
American Association for Health, Physical Education and Recreation	22
Alberta Recreation Association	4
Others	89

Discussion of Table III

The statistics concerning age and marital status are straightforward and self-explanatory. There may be some discrepancies in the figures for dependents as it was not indicated on the questionnaire whether or not

wives should be included as dependents. Obviously, some did not include wives as dependents as only 9 respondents are shown as single, divorced or separated while 11 indicate having no dependents.

The figures in Table III indicating years of preparation show a close parallel between those with five or more years preparation and those earning over \$10,000 in salary.

The largest single category related to University degrees held was the Masters degree. The group holding two Bachelors degrees was the next largest in number.

Table I showing the number of males graduating in physical education in each year from 1953 to 1965 shows that 112 of 189 (nearly 60%) have graduated since 1962. As many of these latter graduates would normally be taking further courses by summer school and/or evening credit, it would account for the bulk of the group (86 of 146) having attended summer school or evening credit programs since 1965.

It is of interest to note that 126 of 146 respondents have taught in four or less institutions during their career and that 78 of these have taught in two or less institutions.

Group A - Those Still Active in Physical Education

As was indicated by Table II (see page 35) 93 of 146 respondents (63.9%) are still active in physical education. This number includes those teaching physical education in public, separate or private schools, teaching physical education at post-secondary institutions, holding supervisory positions in physical education and those working in the area of recreation at the municipal, provincial, federal or private

institution level. Several respondents in the "administration" and "other subjects" categories are still involved with some physical education teaching but their prime responsibilities are in the other areas mentioned so they are not included with the "still active" group.

Of the 93 respondents still active in physical education or recreation 29 stated that they intend to remain in the field until retirement, 36 are undecided but indicated they probably will remain in the field, 18 are undecided and probably will not remain in physical education while 9 intend to move to other areas of employment or become involved in different aspects of education. Of the 27 respondents indicating that they will probably leave the field prior to retirement, 13 indicated that they would go into administration, 6 would teach in other subject areas, 4 would become involved in counselling and 3 would go into private business.

Since beginning teaching in school systems or working in recreation 52 of 93 respondents have taken no leaves from full time work, 33 have had one leave and 6 have had two leaves. Of those taking leaves from full time work, 36 were for further study, 3 were for travel and one was for employment in another line of work.

Sixty-four of the 93 respondents felt that their university education adequately prepared them for a teaching career in physical education while 28 thought the training was not adequate. The areas in which inadequacies were indicated and the number of responses for each are shown in Table IV.

TABLE IV

Areas of Inadequate Undergraduate Education

<u>Area</u>	<u>Responses</u>
Budgeting and Purchasing Equipment	15
Administrative Methods	14
Teaching Methods	13
Public Relations	13
Coaching Techniques	13
Curriculum Planning	9
Facility Planning	8
Intramurals	6
Sociology and Psychology	6
Mastery of Activities	5
Philosophy of Physical Education	2
Preparation in facing "school situations"	2

Seventy-two of 93 respondents reported that there was one factor that primarily influenced them to begin undergraduate work in physical education. These factors and the frequency of mention are listed in Table V.

TABLE V

Factors that Influenced Respondents to Begin Undergraduate Work in Physical Education

<u>Factor</u>	<u>Response</u>
Interest in athletics as a participant	35
Influence of Junior and Senior High physical education teachers	11
Desire to improve school physical education programs	6
Desire to emulate people in the field	5

<u>Factor</u>	<u>Response</u>
Desire to work with youth in athletics	5
Realization of the importance of exercise and health to ones' total well being	4
Attending the provincial Recreation Leadership Course	2
Working at the Young Men's Christian Association	1
Desire to coach	1
Desire to use sports and games as a teaching vehicle	1

Forty-six of 93 respondents indicated that there were areas of the undergraduate program which received considerable emphasis which was of little value in their teaching experience. These areas and the frequency of being mentioned are listed in Table VI.

TABLE VI

Undergraduate Courses that were of
Little Value in the Teaching Field

<u>Course</u>	<u>Response</u>
Education courses generally	7
Anatomy and physiology	7
Health	5
Correctives	5
Tests and Measurements	4
Coaching overstressed	4
Theory overstressed	3
Dance for men	3
Basketball overstressed	2
Chemistry	2
Philosophy of physical education	2
Kinesiology	2

<u>Course</u>	<u>Response</u>
Skills overstressed	2
Administration	1
Teaching Methods	1
Community Recreation	1

Eighty-five of 93 respondents reported that their immediate family approved of them entering the physical education program at the University while the remainder reported indifference or lack of approval on the part of the immediate family.

Seventy-five of 93 respondents reported that they are responsible for coaching some extracurricular, interscholastic activity. Of this number, 12 prefer the coaching aspect, 23 prefer the class physical education program and 41 do not prefer one more than the other.

Of the 93 respondents, 4 are working at the elementary school level, 47 are working at the secondary level (Junior and/or Senior High School), 32 are working at the post-secondary level and 7 are in positions where the categories are not applicable.

Group B - Those in Administration not Directly Concerned With Physical Education

Of the 146 respondents, 26 (17.8%) were considered in the administrative category. This includes such job designations as principals, assistant principals, vice principals, co-ordinators, supervisors and some department heads. In some cases these respondents may have teaching responsibilities in physical education or in other subject areas, but they are all classified as holding administrative positions by the employing board or institution. This category does not include administrative positions

in physical education as such respondents are considered to be still directly involved with physical education and were included in Group A.

Of the 26 respondents in the administrative category, 15 plan to remain in the field of education, 9 are undecided but will probably remain while 2 are undecided and probably will not remain in the area of education until retirement.

Eight of the 26 respondents indicated that their original intention, when becoming involved with physical education, was to eventually move into administration, while 18 indicated this was not their original intent.

Of the 26 members of the administrative group, 3 taught physical education two years or less prior to taking an administrative position, 8 taught physical education three or four years, 7 taught physical education five or six years and 8 taught physical education more than six years before moving into the administrative area.

Nineteen of the respondents moved directly from teaching physical education to an administrative position while 4 taught exclusively in other subject areas before going into administration and 3 taught a combination of physical education and other subjects before going into administration. Of the four who taught in other subject areas exclusively, 1 taught for one year and 3 taught two or three years in the interval between teaching physical education and taking up administrative duties.

Three of the 26 respondents would have remained active in physical education if they had been given the equivalent financial remuneration they received by taking on administrative work, 5 were undecided as to what their decision would have been and 18 indicated they would have accepted the opportunity to move to administration even if they had

received a similar salary by remaining in physical education.

Four respondents indicated that physical disabilities were a factor in their decision to change from physical education to administration while this was not a factor with the remaining 22. Age was a factor in encouraging 5 of the respondents to move to administration while it was not a factor with the 21 remaining members of the group.

In considering the work load of administrators compared to that of teaching physical education, 8 respondents indicated the administrative load was lighter, 11 indicated it was practically the same and 7 felt it was heavier.

Twenty-five of the respondents considered the move to administration a promotion while one indicated it was not a promotion.

Seventeen members of the administrative group are still involved actively with intramural and/or interschool athletics of one form or another while the remaining 9 respondents are not involved with such activities.

Group C - Those Teaching in Subject Areas Other Than Physical Education or Recreation

Of the 146 respondents, 18 (12.3%) are still in the field of education but teaching in subject areas other than physical education or recreation. As one of the respondents in this category did not complete Section C of the questionnaire there are 17 rather than 18 responses for each of the questions.

Table VII shows the subject areas that the 17 respondents are now concerned with primarily.

TABLE VII

Primary Subject of Respondents Teaching In Areas
Other Than Physical Education

<u>Subject</u>	<u>Number</u>	<u>Subject</u>	<u>Number</u>
Science	4	Psychology	1
Mathematics	3	Social Studies	1
Biology	1	Remedial Language Arts	1
Art	1	*Curriculum and Teaching Methods	1
Guidance	1	*Counsellor Education	1
French	1	*Child Development	1

* These courses are being taught at the University level.

Six of the 17 respondents plan on remaining in the field of education until retirement, 9 are undecided but probably will remain while 1 is undecided but probably will not remain and 1 intends to leave the area of education prior to retirement.

One of the respondents in this category did not teach any physical education, 3 taught for one year, 3 taught for two or three years, 5 taught for four or five years and 5 taught six or more years of physical education prior to changing to a different subject area. Since changing to a new subject area 2 of the respondents have taught one year, 6 have taught two or three years, 6 have taught four or five years and 3 have taught six or more years.

Twelve of the group indicate a preference to teaching in the present subject area over physical education, 3 are undecided as to their preference and 2 preferred working in physical education.

Since changing from physical education to another subject area 4 of

the respondents have noticed a more cooperative attitude toward them on the part of administrators while 13 noticed no change as far as the cooperation of administrators is concerned.

Eight of the group teaching subjects other than physical education are still actively involved in coaching school athletes while 9 are not involved in coaching.

The respondents in Group C were required to consider 31 factors and the extent to which each of these factors influenced their decision to leave the area of physical education and/or recreation. If a factor was very influential the respondent checked a space under Column One, if the factor was influential the space under Column Two was checked, if the factor was of little influence the space under Column Three was checked and if the factor was of no influence the space under Column Four was checked.

As 17 respondents completed Section C of the questionnaire there were a total of 17 responses for each of the 31 factors being considered. These 17 responses could be in any of the four columns and in order to determine the influence of the various factors for the overall group the responses in the columns were multiplied by 4, 3, 2 and 1 for columns 1, 2, 3 and 4, respectively. The highest possible rating a factor could receive was 4×17 or 68 and the lowest possible rating was 1×17 or 17.

In Table VIII the 31 factors are listed from the most influential to the least influential in the decisions of the 17 respondents to leave the area of physical education or recreation in order to teach in another subject area.

TABLE VIII

Influence Rating of Factors That Encouraged Respondents
to Leave the Area of Physical Education or Recreation

<u>Factor</u>	<u>Rating for Group</u>
The overall work load in teaching physical education was too heavy	49
In comparing the work load of physical education teachers and teachers in other subject areas, I felt the physical education teachers put in longer hours	45
Too many Friday evenings and Saturdays were taken up with duties connected with physical education	44
There was no compensation for the many hours spent coaching after school	43
With increasing family responsibilities, I felt I could not spend the extracurricular time with students that was expected of physical education personnel	43
Once becoming involved in the school and teaching situation, interests changed	43
There was a constant loss of noontime period in which to have a relaxed, uninterrupted lunch	41 *
I seemed to lose enthusiasm for the work and it became a chore rather than a pleasure	39
There was a general lack of assistance with the physical education program - looking after equipment, marking outdoor fields, etc.	39
The attitude of school administrators and central office personnel was apathetic toward physical education	39
Physical education classes were generally overloaded	38
Physical education facilities were inadequate	37
The possibilities for advancement in physical education were too limited	36
The administrative work connected with physical education took too much time	35
The opportunities to provide a worthwhile service to students were greater in subject areas other than physical education	35

* All factors with a rating of 41 or more were considered influential.

<u>Factor</u>	<u>Rating for Group</u>
The physical demands of teaching physical education were too great	31
There was a lack of prestige concerning physical education	31
There was a lack of leadership at the supervisory level	28
The value and importance of physical education seemed to diminish in my own mind	27
Financial assistance was more readily available for a full years' study in subject areas other than physical education	27
The problem of liability in case of injuries became a worry	26
The other teachers with whom I worked in the physical education program were not adequately qualified	26
The subject areas I was assigned along with physical education were unsatisfactory	24
There was no opportunity to improve qualifications in physical education at the University of Alberta without taking a full year off work, whereas qualifications could be improved by summer session and evening credit in other subject areas	24
I felt I was getting too old to continue with physical education	23
The discipline problems that arose in physical education were more frustrating than those in other subject areas	22
The physical education curriculum as outlined by the Department of Education lacked continuity	21
The grade levels with which I was working were not satisfactory	21
There was a personality conflict with the administration	21
There was a personality conflict with other members of the physical education staff	20
Physical disabilities restricted my activities. I felt I could not do the job required in physical education	18

In considering the list of 31 factors, all those with a rating of 41 or higher would have to be considered as influential in the decision of respondents to leave physical education to teach in other subject areas. These factors may not have influenced all of the respondents but at least one-half the group rated these factors either influential or very influential. The eight factors with ratings of 35 to 39 would have some influence on the group as a whole as in order to rate in this range less than one-half the group considered these factors to have no influence in their decision. All factors with a rating of 31 or less would have to be considered as having little or no influence on the group decision, as in order to rate below 31, over one-half the group rated the factor as having no influence. There were some factors in this range that received an influential rating from one or two respondents but in considering the average for the group these factors rate low on influence.

Group D - Those in a Vocational Area Not Allied With Education (Including Physical Education) or Recreation

Of the 146 respondents only 9 (6.1%) placed themselves in this category. Of these 9 respondents, 1 indicated that he will be returning to the area of education, 2 are undecided but probably will return to teaching, 2 are undecided and probably will not return to teaching, while 4 are quite certain that they will not return.

Three of the respondents report teaching one year or less prior to leaving the area of education, 3 taught for two or three years, 1 taught four or five years and 2 taught six or more years. In considering physical education teaching specifically, again 3 respondents taught one

year or less before leaving, 2 taught two or three years and 3 taught four or five years.

Five of the respondents indicated that there was a variety of factors that led to their decision to leave the area of education, while 4 respondents considered one particular factor to be the main influence in determining their course of action. The 4 particular factors given by these 4 respondents were:

- Low income
- Opportunity to make a greater contribution to young people in another line of work
- Desire to leave the regimentation required of teaching
- Opportunity to research in physiology at the university level

The respondents in Group D were required to consider 30 factors and the extent to which each of these factors influenced their decision to leave the area of education and/or recreation. The procedure followed by the Group D respondents was similar to that of the Group C respondents. If the factor was very influential the respondent checked the space under Column One, if the factor was influential the space under Column Two was checked, if the factor was of little influence the space under Column Three was checked and if the factor was of no influence the space under Column Four was checked.

As 9 respondents completed Section D of the questionnaire there was a total of 9 responses for each of the 30 factors being considered. These 9 responses could be in any of the four columns and in order to determine the influence of the various factors for the overall group the responses

in the columns were multiplied by 4, 3, 2 and 1 for columns 1, 2, 3 and 4, respectively. The highest possible rating a factor could receive was 4 x 9 or 36 and the lowest possible rating was 1 x 9 or 9.

In Table IX the 30 factors are listed from the most influential to the least influential in determining the decisions of the 9 respondents to leave the area of education and/or recreation in order to become involved in another vocational area.

TABLE IX

Influence Rating of Factors That Encouraged Respondents
to Leave the Area of Education or Recreation

<u>Factor</u>	<u>Rating for Group</u>
The salary was insufficient for the time and work involved	22
The possibilities for advancement were very limited	22
Many friends and acquaintances with less formal education were earning higher salaries in other vocational areas	20
Salary increments should be on a "merit" rather than "seniority" basis	19
I seemed to lose enthusiasm for the job and it became a chore rather than a pleasure	19
Regardless of salary, the work load was too heavy in terms of extracurricular work, large enrolments and too many subjects	18
The time effort and cost of improving one's qualifications is not adequately compensated for in teaching	18
There were too many restrictions regarding course content and curriculum by the Department of Education and local boards	18
My economic status was not equivalent to that of many people with whom I mixed socially	17
Greater social privileges are enjoyed by professionals outside of the teaching field	17

<u>Factor</u>	<u>Rating for Group</u>
My undergraduate training did not adequately prepare me for the many circumstances one encounters in teaching	16
There was a lack of leadership at the supervisory level	16
There was little personal satisfaction in teaching	14
Many co-workers seemed to have an unprofessional attitude toward teaching	14
The facilities were generally unattractive and underequipped	13
Teachers are often expected to be model examples in a community and at times must inhibit their true personality	12
There was generally an apathetic attitude toward scholarship on the part of the parents and students	12
Students did not seem to appreciate the effort put forth on their behalf by the teaching staff	12
I was unhappy with many of the restrictive regulations imposed on the students	12
The grade levels with which I was working were not satisfactory	11
The discipline problems that arose became a major cause of frustration	11
As the age gap between myself and students increased, I found increasing difficulty in communicating and this was a deterrent to a relaxed atmosphere	11
I became tired of the constant mental strain of working with young people	10
Parents often support the children when they do things that are contrary to school regulations	10
Too much is expected of teachers in the way of participation in community affairs	10
There was a personality conflict with the administration	10
There was a personality conflict with other staff members	9
Recent innovations in teaching, i.e. semestering, open campus, discouraged me from staying in the field	9
There was a lack of suitable pension plan for teachers	9
Parents blame the teachers and the school when the child does poorly in school	9

As can be seen from the rating of the 30 factors they are generally low and with few exceptions these particular factors were not influential in the decision of the 9 respondents to change from education to another vocational area. Only the first two factors listed (rating of 22) were rated as very influential or influential by 5 of the 9 respondents. The 22 factors with a rating of 17 or less were considered to have no influence by at least 5 of the 9 respondents. It is difficult to make a general statement about the 6 factors with ratings ranging from 18 to 20 as with only 9 respondents, 2 or 3 of them giving a factor a very influential or influential rating can have considerable influence on the group rating although 5 or 6 respondents may rate that particular factor as having no influence. However, the 6 factors falling into the range from 18 to 20 would have to be considered as having some influence on the group average, while the 22 factors with ratings of 17 or less could be considered to have little or no influence on the group as a whole.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

The purpose of this study was to determine the actual number of male graduates in Physical Education from the University of Alberta, who have remained active in physical education, those who through promotion have moved into administrative positions where they are not directly involved with physical education, those who have remained in the teaching field but are teaching in subject areas other than physical education and those who have moved into vocational areas that are not allied with education, physical education or recreation.

In addition to finding the numbers in each category, the study attempted to determine the reasons for professional physical educators leaving the area of physical education.

The first graduates in physical education from the University of Alberta convocated in 1953 and up to and including 1965 a total of 189 male students graduated. One of this number passed away in 1969, leaving a total of 188 possible subjects for the study. The investigator was unable to locate addresses for twelve of the potential subjects and twelve of the mailed questionnaires were returned "Address Unknown". The 146 returned questionnaires represented 77.6 per cent of the total possible 188 graduates.

Of the 146 subjects responding, ninety-three (63.7 per cent) are still active in physical education or recreation, twenty-six (17.8 per cent) have administrative positions not directly involved with physical

education, eighteen (12.3 per cent) are teaching in subject areas other than physical education and nine (6.1 per cent) are in vocations not allied with education, physical education or recreation.

The numbers of students graduating in physical education were relatively small for the period 1953 to 1961, inclusive. Therefore, although the period involved in the study is thirteen years, 112 of 189 (60 per cent) graduated in the four year period 1962 to 1965.

Of the 146 respondents, 137 are married with forty-three having four or more dependents, thirty-nine having three dependents, twenty-nine having two dependents, twenty-four having one dependent and eleven have no dependents.

A relatively close parallel appears between years of post secondary education and salary. Seventy-four respondents have six or more years of education beyond high school and thirty-eight have five years. A total of 114 respondents have a gross salary in excess of \$10,000 with twenty of this number having a salary in excess of \$15,000.

Of the 146 respondents, the most advanced degree held by forty-six is a Masters, forty-two hold two or more Bachelors degrees, thirty-two hold a Bachelor of Physical Education, eighteen have Doctorates and eight have a Bachelor of Education. Although a close parallel appears to exist between the number having Doctorates and the number earning in excess of \$15,000, this is misleading as some recent Doctoral graduates are earning below this amount while some earlier graduates with Bachelors or Masters degrees are earning in excess of \$15,000.

It was of interest to note that 126 of 146 respondents have taught in four or less institutions with seventy-eight of these having taught

in two or less institutions during their career.

Of the ninety-three respondents still active in physical education, sixty-five indicated they will probably remain in the area until retirement. Of the remainder, thirteen plan to go into administration, six plan to teach in another subject area, four intend to become involved in counselling and three intend to enter private business.

Twenty-eight of the ninety-three respondents in the "still active" group felt there were inadequacies in their undergraduate training with the most frequently mentioned areas being 1) Budgeting and purchasing equipment, 2) Administrative procedures, 3) Teaching methods, 4) Public relations and 5) Coaching techniques.

Seventy-two of ninety-three respondents reported that the one major factor which influenced them to enroll in physical education was an interest in athletics as a participant. The influence of junior and senior high school physical education teachers was the next major factor.

Forty-six of ninety-three respondents felt that some areas of the undergraduate program received emphasis that was not related to actual use in teaching. These responses covered sixteen different items with no one item being mentioned by more than five respondents.

Of the twenty-six respondents in the administrative category, twenty-four plan to remain in the field of education until retirement while two were undecided and indicated that they may not remain. Twenty-five of the twenty-six respondents considered the move to administration a promotion but only three of the group would have remained active in physical education if they had been offered financial remuneration equivalent to that provided by the administrative move.

Physical disabilities were a factor in influencing four of the respondents to move into administration and age was a factor considered by five of the respondents (four of the five were in the "over thirty-five" age category).

Whether or not work load was a factor in encouraging respondents to move into administration was not determined by the questionnaire but since becoming involved in administration, eight respondents indicated their work load was lighter, eleven felt there was no difference and seven felt the work load to be heavier.

The eighteen respondents teaching in subject areas other than physical education were involved in a variety of twelve different subjects. Science is the major area of four of the respondents, mathematics is the major area for three and these were the only subjects mentioned by more than one of the respondents. Twelve of the respondents prefer teaching in the subject area they are now concerned with, three were undecided as to preference and two preferred their work in physical education.

Of the thirty-one factors that the respondents in this category were asked to rate according to whether or not they were influential in their decision to leave the area of teaching physical education, seven factors were considered to be of some influence. These were:

The overall work load in teaching physical education was too heavy.

In comparing the work load of a physical education teacher and teachers in other subject areas, the physical education teacher puts in longer hours.

Too many Friday evenings and Saturdays were taken up with duties connected with physical education.

There was no compensation for the many hours spent coaching after school.

With increasing family responsibilities many felt they could not spend the extracurricular time with students that was expected of physical education personnel.

Once becoming involved in the school and teaching situation, interests changed.

There was a constant loss of noon time period in which to have a relaxed, uninterrupted lunch.

Eight additional factors were rated by at least half of the eighteen respondents to have some influence in their decision to move away from the area of physical education teaching. These were:

A loss of enthusiasm for the work and it became a chore rather than a pleasure.

There was a general lack of assistance with the physical education program -- looking after equipment, marking fields, etc.

The attitude of school administrators and central office personnel was apathetic toward physical education.

Physical education classes were generally overloaded.

Physical education facilities were inadequate.

The possibilities for advancement in physical education were too limited.

The administrative work connected with physical education took too much time.

The opportunities to provide a worthwhile service to students were greater in subject areas other than physical education.

The remaining sixteen factors considered by the respondents rated sufficiently low that they could not be considered as influential for the total group, although some of the factors did receive an influential rating from one or two of the respondents.

With only nine respondents in the category of vocational areas not directly allied with education or recreation it was not possible to make any generalizations about them as a group. However, of the thirty factors of influence considered by these nine people, only two factors were rated influential by five or more of the group. These were:

The salary was insufficient for the time and work involved.

The possibilities for advancement were very limited.

Six other factors that were considered to have some influence by the group include

Friends and acquaintances with less formal education were earning higher salaries in other vocational areas.

Salary increments should be on a "merit basis" rather than on a seniority basis.

There was a loss of enthusiasm for the work and it became a chore rather than a pleasure.

Regardless of salary, the workload was too heavy.

The time, effort and cost of improving one's qualifications is not adequately compensated for in teaching.

There were too many restrictions regarding course content and curriculum by the Department of Education and local school boards.

In addition to these eight factors, three others were listed by three of the respondents with each one being the prime factor in the decision of the respondent to leave the area of education.

Opportunity to make a greater contribution to young people in another line of work.

Opportunity to do research in physiology at university.

Desire to leave the regimentation and regular hours of teaching.

CONCLUSIONS

As this study was concerned only with the male graduates in physical education from the University of Alberta for the period 1953 to 1965, inclusive, any concluding statements can only be identified with this particular group and cannot be generalized to include graduates from other universities. By the same token, statements cannot be applied to the graduates of the University of Alberta who have obtained a Bachelor of Education with a minor or major in physical education, many of whom are presently involved in physical education in Alberta and other provinces of Canada.

However, information gathered in this study indicates that there are not a large number of physical educators leaving the field within a few years of graduation, but rather that an encouragingly high proportion are remaining active in the field of physical education. This statement receives credence from the statistics which came out of this particular study. Ninety-three of 146 respondents (63.7 per cent) are still active in physical education, twelve of these having been active for more than fifteen years. This number, combined with the twenty-six who have moved into administration make up a total of 119 or 81.5 per cent of the 146 respondents. The assumption which considered the administrators in combination with the active physical educators indicated that those moving into administration regarded the move a promotion rather than a move to leave physical education. Several of the administrators indicated that, although classified as administrators by their employing board, they are still involved with teaching some physical education classes. Seventeen

of the twenty-six administrators also indicated that they are actively involved with intramural and/or interschool athletics.

The replies of the twenty-seven respondents (18.4 per cent) who changed to teaching in other subject areas or who left the field of education entirely indicated that many of them are still involved with physical education or recreation to some degree. Eight of the eighteen respondents in the "other subjects" category are actively involved in coaching school athletes while of the nine respondents in the "other vocational areas" category, one is in the ministry and actively involved with community youth programs and one is involved part time with outdoor education and camping.

In analyzing the reasons rated most influential in encouraging respondents to move from physical education to teaching other subjects or to leave the area of education and recreation entirely, the major concern centered around the problem of the total amount of time physical educators devote to classes and extracurricular activities. A solution to this problem has been attempted by some school boards, either by paying for after school coaching or by a reduction in teaching hours to compensate for the extracurricular hours involved. Salary appears not to be a major factor in encouraging people to leave the area of education since only nine respondents (6.1 per cent) have changed to other vocations and salary was not a major consideration for three of them.

The number of physical educators that have left the area of physical education since graduation indicated a maximum dropout of 36 per cent over a period of seventeen years. In that same period only 6.1 per cent have left the area of education and recreation. These figures may be

compared with the results of a recent study conducted by the Alberta Teachers Association (1) which stated that in 1968, 6 per cent of the total Alberta teaching force left teaching to take up another occupation.

From the foregoing it may be concluded that there is not a high proportion of physical educators leaving the field and of those who do leave, most move into administrative positions in education or begin teaching in other subject areas.

RECOMMENDATIONS

Following are a number of recommendations that are based on the results of this study.

1. A study be carried out to determine the number of male graduates from the University of Alberta with a Bachelor of Education degree and a "major" or "minor" in physical education who have remained active in physical education.
2. A comparative study be carried out using the male graduates of other universities in Canada involved with the preparation of professional physical educators, to determine the number still active in physical education.

It is also recommended that:

1. Local school boards should be made aware of the necessity of compensating physical education personnel for extracurricular time by reducing classroom hours. This may require the hiring of more physical education personnel in order to prevent any regression in the physical education class program. Local

boards should be made aware of this situation by the Department of Education, the Physical Education faculties of the University of Alberta, Calgary and Lethbridge, The Health and Physical Education Council of the Alberta Teachers Association, the Canadian Association of Health, Physical Education and Recreation and by individual physical education personnel, particularly those in supervisory positions.

2. The faculties of universities and colleges offering courses leading toward an undergraduate degree in physical education should consider more extensive coverage of the areas deemed to be least adequately covered by the respondents in this particular study. These are: 1) Budgeting and purchasing equipment, 2) Administrative procedures, 3) Teaching methods, 4) Public relations and 5) Coaching techniques.
3. Present and future physical educators should be made more aware of the initial role they play instilling in young people an interest and enjoyment of athletic activities. In addition, by stressing the importance of physical activities in every day living, physical educators may encourage many young people to consider physical education as a career.

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APPENDIX A

Letter to Subjects

21 Gilmore Crescent
St. Albert, Alberta
June 1, 1970

Dear

As you will have gathered from the enclosures accompanying this letter, you are being asked to participate in "another" survey.

Before "filing" the questionnaire I ask that you continue reading this page and hope that you will be encouraged to help out with the survey.

I am presently completing work for my M.A. in Physical Education at the University of Alberta and my thesis topic is, "Reasons For and Incidence of Male Graduates of the University of Alberta Leaving the Field of Physical Education". All male graduates in physical education from the University of Alberta for the years 1953-65, inclusive, are being asked to co-operate in the study.

When the results are in and my thesis completed, all respondents will be sent a summary of the findings. In addition, I hope to mail to all respondents a brief newsletter, simply providing the address and present occupation of each member of the group.

In looking at the questionnaire you will note that it is set up in five (5) distinct sections, each a different color. You are asked to complete all of Part One and one of A, B, C or D. Therefore you complete only two of the five sections and this should take no more than 15 minutes. The questionnaire is not intended to be anonymous but the treatment of responses will in no way indicate the sources of the replies.

As I hope to complete my thesis this summer, I ask that you complete and return the questionnaire by June 9, 1970.

Your co-operation will be very much appreciated.

Yours sincerely,

Lorne Wood

APPENDIX B

Letter to Subjects from
Dr. H. McLachlin

FACULTY OF PHYSICAL EDUCATION



THE UNIVERSITY OF ALBERTA
EDMONTON 7, CANADA

TO WHOM IT MAY CONCERN:

The Faculty of Physical Education fully supports the contents of the questionnaire which is being used by Mr. Lorne Wood as a method of collecting data for his thesis.

We are very appreciative of the time and effort that you will take to complete the questionnaire and you may be assured that it will be time well spent in assisting our profession.

Sincerely,

H. J. McLachlin, Acting Dean
FACULTY OF PHYSICAL EDUCATION

APPENDIX C

Second Letter to Subjects

21 Gilmore Crescent
St. Albert, Alberta
June 4, 1970

Dear

Assuming that you have now received a copy of my questionnaire, you will think that I am sending out a reminder very quickly.

Actually, the main purpose of this letter is to offer a sincere apology to the sixty people who received questionnaires from me with eight cents postage due.

To make a long explanation as brief as possible, I had the envelopes, enclosed letters and questionnaire weighed at the local post office and was told each would cost fourteen cents to send. I purchased the stamps and dropped sixty of the questionnaires in the mail shortly before evening pick-up. The next morning I took the remaining 120 envelopes to the post office and was informed that the envelopes I had put in the previous day had all been sent out "postage due" by a zealous postal clerk who found them to be 1/8 ounce overweight. After some "discussion" with the postal staff it was agreed there must have been a mistake on the part of the clerk who weighed the original envelope or on the part of the clerk who stamped the sixty "postage due". In any case their apologies did not prevent sixty envelopes from going out with a "postage due" stamp on them.

Again, my apologies for this error to those who received such envelopes and also a reminder to everyone that I would appreciate receiving the completed questionnaire as soon as possible.

Thank you very much.

Yours sincerely,

Lorne Wood

APPENDIX D

Questionnaire

Q U E S T I O N N A I R E

DESIGNED TO OBTAIN INFORMATION CONCERNING THE INCIDENCE OF AND REASONS
FOR PROFESSIONAL PHYSICAL EDUCATORS LEAVING THE FIELD

Instructions - Please read carefully

The questionnaire is set up in five (5) separate and distinct
parts.

PLEASE COMPLETE ALL OF PART ONE

In answering the last question of Part One you will have categorized
yourself to be in Group A, B, C, or D. Turn to that section of the
questionnaire and now complete only that section.

Having completed all of Part One and all of ONE other section
(A, B, C, or D) place the questionnaire in the stamped, addressed
envelope and return.

Thanks very much for your cooperation.

IN ALL QUESTIONS THAT HAVE MORE THAN ONE ANSWER CHOICE, AND FOR WHICH
THERE ARE NOT SPECIFIC INSTRUCTIONS GIVEN, CIRCLE THE NUMBER OF THE
MOST SUITABLE ANSWER.

Please feel free to make comments in margins. All responses will be
held in confidence.

- 3 -

WHAT WAS THE LAST YEAR, SINCE STARTING TO TEACH, THAT YOU ATTENDED UNIVERSITY AS A FULL TIME STUDENT (WINTER SESSION)?

- 32. Have never attended University as a full time student since beginning to teach
- 33. Before 1959
- 34. 1959 - 1964
- 35. 1965 - 1970

WHAT WAS THE LAST YEAR, SINCE STARTING TO TEACH, THAT YOU ATTENDED UNIVERSITY SUMMER SCHOOL OR UNIVERSITY EVENING CREDIT PROGRAM?

- 36. Have never attended Summer School or Evening Credit program since beginning to teach
- 37. Before 1959
- 38. 1959-1964
- 39. 1965-1970

WHAT PROFESSIONAL ORGANIZATIONS DO YOU BELONG TO AT THE PRESENT TIME? CIRCLE APPROPRIATE NUMBERS.

- 40. Health and Physical Education Specialist Council
- 41. Other specialist councils of the Alberta Teachers Association (specify)
- 42. C.A.H.P.E.R.
- 43. A.A.H.P.E.R.
- 44. Alberta Recreation Association
- 45. Others (specify)

SINCE BEGINNING TEACHING, IN HOW MANY SCHOOLS OR INSTITUTIONS HAVE YOU TAUGHT FULL TIME?

- 46. Two or less
- 47. Three - Four
- 48. Five - Six
- 49. More than six

INDICATE WHICH ONE OF THE FOLLOWING CATEGORIES BEST DESCRIBES YOUR PRESENT EMPLOYMENT

- 50. A. Teaching physical education at the elementary, secondary or post-secondary level or holding a supervisory (administrative) position in physical education or recreation.
- 51. B. Holding an administrative position in education that is not directly involved with physical education.

- 4 -

52. C. Teaching in a subject area other than physical education or recreation.
53. D. Working in a vocational area that is not directly concerned with education, physical education or recreation.

BEFORE TURNING TO THE ONE APPROPRIATE SECTION TO COMPLETE THE QUESTIONNAIRE WOULD YOU INDICATE PRECISELY WHAT YOUR PRESENT EMPLOYMENT IS AND THE NAME OF YOUR EMPLOYER.

EMPLOYMENT _____

EMPLOYER _____

This piece of information is not relevant to the study but will provide the basis for a Newsletter that will be compiled and sent to all respondents.

- 5 -

Section A

TO BE COMPLETED BY RESPONDENTS WHO ARE TEACHING PHYSICAL EDUCATION AT THE ELEMENTARY, SECONDARY OR POST-SECONDARY LEVEL OR ARE HOLDING A SUPERVISORY (ADMINISTRATIVE) POSITION IN PHYSICAL EDUCATION OR RECREATION.

Do you plan to remain in the field of physical education or recreation until retirement?

- 54. Yes
- 55. Undecided, probably will
- 56. Undecided, probably will not
- 57. No

If you circled Part 56 or 57, what are your future plans?

Has there been any break in your full time teaching service for as long as one school year? If so, how many such breaks? Disregard absences of less than one year.

- 58. No breaks
- 59. One break
- 60. Two breaks
- 61. Three or more breaks

If there has been a break in your teaching service, what was your reason for temporarily leaving the field of teaching? If there has been more than one break, answer for the most recent one.

- 62. Further study
- 63. Ill health
- 64. Employment in a non-teaching position
- 65. Other (specify)

Did your university training adequately prepare you for your teaching career in physical education?

- 66. Yes
- 67. No

If your answer to the last question was "No", in which areas do you feel the University provided inadequate training? (Mark as many as you wish, (1, 2, 3, 4; etc.) with No. 1 being considered most inadequate).

- | | | | |
|-----------|-----------------------|-----------|------------------------|
| 68. _____ | Teaching methods | 73. _____ | Facility planning |
| 69. _____ | Mastery of activities | 74. _____ | Administration |
| 70. _____ | Coaching techniques | 75. _____ | Budgeting & Purchasing |
| 71. _____ | Curriculum planning | | equipment |
| 72. _____ | Public relations | 76. _____ | Intramurals |
| 77. _____ | Other (specify) | _____ | |

- 6 -

Is there one factor you could mention that influenced you more than any other to take physical education undergraduate work?

78. Yes 79. No

If your answer to the last question was "Yes", briefly describe the one factor.

Was there any aspect of your undergraduate training that received considerable emphasis but that you have found to be of little use in your years of teaching?

80. Yes 81. No

If your answer to the last question was "Yes", list the aspects you have found to be of little use.

Did your immediate family approve of you entering the physical education program at University?

82. Yes 83. No

Are you responsible for coaching some extracurricular inter-scholastic activity?

84. Yes 85. No

If your answer to the last question was "Yes", do you have a preference for either the coaching aspect or the physical education class program?

86. Coaching
87. Class program
88. Do not prefer one more than the other

If your direct responsibilities are limited to one level of the educational process, indicate which one.

89. Elementary
90. Secondary
91. Post-secondary
92. Not applicable

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Section B

TO BE COMPLETED BY RESPONDENTS HOLDING AN ADMINISTRATIVE POSITION
IN EDUCATION THAT DOES NOT HAVE DIRECT INVOLVEMENT WITH PHYSICAL EDUCATION.

Do you plan to remain in the field of education until retirement?

- 93. Yes
- 94. Undecided, probably will
- 95. Undecided, probably will not
- 96. No

Was your intention, when becoming involved in the area of physical education, to eventually consider administrative work?

- 97. Yes
- 98. No

How long did you teach physical education prior to taking a position as an administrator?

- 99. One or two years
- 1. Three - four years
- 2. Five - six years
- 3. More than six years

Did you go directly from teaching physical education to an administrative position?

- 4. Yes
- 5. No

If you answer "No" to the last question, was there an interval when you taught exclusively in subject areas other than physical education?

- 6. Yes
- 7. No

For how long?

- 8. One year
- 9. Two - three years
- 10. Four - five years
- 11. Six or more years

If, at the time you moved into administration, you had been given the equivalent financial remuneration to continue working in the area of physical education, would you have done so?

- 12. Yes
- 13. Undecided
- 14. No

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Were there any physical disabilities which made it awkward for you to continue being active in physical education?

15. Yes 16. No

Was age a factor in encouraging you to turn to administrative work?

17. Yes 18. No

Since becoming involved in administration how would you rate your present work load compared with your work load while teaching physical education?

19. Lighter
20. Approximately the same
21. Heavier

At the time you moved into the administrative end of education, did you consider the move a promotion?

22. Yes 23. No

Although you are now working at the administrative level and are not actively teaching physical education, are you involved with intramural or interschool athletics?

24. Yes 25. No

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Section C

TO BE COMPLETED BY RESPONDENTS WHO ARE TEACHING IN SUBJECT AREAS
OTHER THAN PHYSICAL EDUCATION OR RECREATION.

Do you plan to remain in the field of education until retirement?

- 26. Yes
- 27. Undecided, probably will
- 28. Undecided, probably will not
- 29. No

In what subject area(s) does your main teaching load now fall?

How many years did you teach physical education?

- 30. One
- 31. Two - three
- 32. Four - five
- 33. Six or more

How many years have you taught in the subject area that you switched to?

- 34. One
- 35. Two-three
- 36. Four - five
- 37. Six or more

Do you prefer teaching the subject area you are presently engaged in to
teaching physical education?

- 38. Yes
- 39. Undecided
- 40. No

Since changing from physical education to another subject area have you
found any change in the attitude of school administrators?

- 41. More cooperation is shown now
- 42. Less cooperation is shown now
- 43. No difference

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Now that you have taught in subject areas other than physical education, how would you rate your feeling of achievement in comparing accomplishment and satisfaction in these subject areas with physical education?

- 44. Greater
- 45. Less
- 46. No difference

Although you are no longer teaching physical education, are you actively involved in coaching school athletes?

- 47. Yes
- 48. No

This question will be rather lengthy and is designed to isolate the reasons why you changed from teaching physical education to another subject area.

Each of the following statements is to be rated on a four point scale as to what extent the particular factor was influential in your decision to leave the area of physical education and recreation.

- 1. - very influential
- 2. - influential
- 3. - little influence
- 4. - no influence

Place a check mark (✓) in the appropriate set of brackets.

- | | |
|---|---|
| <div style="display: flex; justify-content: space-around; margin-bottom: 5px;"> 1234 </div> <div style="display: flex; justify-content: space-around;"> ()()()() </div> <div style="display: flex; justify-content: space-around;"> 49505152 </div> | The overall work load in teaching physical education was too heavy. |
| <div style="display: flex; justify-content: space-around;"> ()()()() </div> <div style="display: flex; justify-content: space-around;"> 53545556 </div> | The physical demands of teaching physical education were too great |
| <div style="display: flex; justify-content: space-around;"> ()()()() </div> <div style="display: flex; justify-content: space-around;"> 57585960 </div> | The possibilities for advancement in physical education were too limited. |
| <div style="display: flex; justify-content: space-around;"> ()()()() </div> <div style="display: flex; justify-content: space-around;"> 61626364 </div> | There was a lack of prestige concerning physical education. |
| <div style="display: flex; justify-content: space-around;"> ()()()() </div> <div style="display: flex; justify-content: space-around;"> 65666768 </div> | There was a general lack of assistance with the physical education program - looking after equipment, marking outdoor fields etc. |
| <div style="display: flex; justify-content: space-around;"> ()()()() </div> <div style="display: flex; justify-content: space-around;"> 69707172 </div> | The attitude of school administrators and central office personnel was apathetic toward physical education. |
| <div style="display: flex; justify-content: space-around;"> ()()()() </div> <div style="display: flex; justify-content: space-around;"> 73747576 </div> | Physical education facilities were inadequate. |

- 11 -

1. -very influential
2. -influential
3. -little influence
4. -no influence

1	2	3	4	
()	()	()	()	There was a lack of leadership at the supervisory level.
77	78	79	80	
()	()	()	()	There was no compensation for the many hours spent coaching after school.
81	82	83	84	
()	()	()	()	The physical education curriculum as outlined by the Department of Education lacked continuity.
85	86	87	88	
()	()	()	()	The administrative work connected with physical education took too much time.
89	90	91	92	
()	()	()	()	The value and importance of physical education seemed to diminish in my own mind.
93	94	95	96	
()	()	()	()	The other teachers with whom I worked in the physical education program were not adequately qualified.
97	98	99	1	
()	()	()	()	The discipline problems that arose in physical education were more frustrating than those in other subject areas.
2	3	4	5	
()	()	()	()	Physical education classes were generally overloaded.
6	7	8	9	
()	()	()	()	The grade levels with which I was working were not satisfactory.
10	11	12	13	
()	()	()	()	The subject areas I was assigned along with physical education were unsatisfactory.
14	15	16	17	
()	()	()	()	There was a personality conflict with other members of the physical education staff.
18	19	20	21	
()	()	()	()	There was a personality conflict with the administration.
22	23	24	25	
()	()	()	()	Too many Friday evenings and Saturdays were taken up with duties connected with physical education.
26	27	28	29	
()	()	()	()	Physical disabilities restricted my activities. I felt I could not do the job required in physical education.
30	31	32	33	
()	()	()	()	I felt I was getting too old to continue with physical education.
34	35	36	37	

- 12 -

1. - very influential
2. - influential
3. - little influence
4. - no influence

- | | |
|---|--|
| <div style="text-align: center;">1 2 3 4</div> <div style="text-align: center;">() () () ()</div> <div style="text-align: center;">38 39 40 41</div> | I seemed to lose enthusiasm for the work and it became a chore rather than a pleasure. |
| <div style="text-align: center;">() () () ()</div> <div style="text-align: center;">42 43 44 45</div> | With increasing family responsibilities I felt I could not spend the extracurricular time with students that was expected of physical education personnel. |
| <div style="text-align: center;">() () () ()</div> <div style="text-align: center;">46 47 48 49</div> | There was a constant loss of noontime period in which to have a relaxed, uninterrupted lunch. |
| <div style="text-align: center;">() () () ()</div> <div style="text-align: center;">50 51 52 53</div> | In comparing the work load of a physical education teacher and teachers in other subject areas I felt the physical education teachers put in longer hours. |
| <div style="text-align: center;">() () () ()</div> <div style="text-align: center;">54 55 56 57</div> | There was no opportunity to improve qualifications in physical education at the University of Alberta without taking a full year off work, whereas qualifications could be improved by summer session and evening credit in other subject areas. |
| <div style="text-align: center;">() () () ()</div> <div style="text-align: center;">58 59 60 61</div> | Financial assistance was more readily available for a full year's study in subject areas other than physical education. |
| <div style="text-align: center;">() () () ()</div> <div style="text-align: center;">62 63 64 65</div> | The problem of liability in case of injuries became a worry. |
| <div style="text-align: center;">() () () ()</div> <div style="text-align: center;">66 67 68 69</div> | Once becoming involved in the school and teaching situation, interests changed. |
| <div style="text-align: center;">() () () ()</div> <div style="text-align: center;">70 71 72 73</div> | The opportunities to provide a worthwhile service to students were greater in subject areas other than physical education. |

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Section D

TO BE COMPLETED BY RESPONDENTS WHO ARE WORKING IN A VOCATIONAL AREA THAT IS NOT DIRECTLY ALLIED WITH EDUCATION, PHYSICAL EDUCATION OR RECREATION.

Do you presently have any plans to return to the area of education, physical education or recreation?

- 74. Yes
- 75. Undecided, probably will
- 76. Undecided, probably will not
- 77. No

How many years did you teach before leaving the area?

- 78. One
- 79. Two - three
- 80. Four - five
- 81. Six or more

How many years did you teach physical education?

- 82. One
- 83. Two - three
- 84. Four - five
- 85. Six or more

As you have left the area of education, physical education and recreation, you, no doubt, gave considerable time and thought to the decision. Was the decision reached because of:

- 86. An accumulation of factors that pointed in favor of leaving.
- 87. One particular factor that determined your decision.

If you circled the second part of the last question, state the particular factor that was instrumental in your decision to leave physical education, education and recreation.

This question will be rather lengthy and is designed to isolate the reasons why you decided to move completely out of the area of education, physical education and recreation into another vocational field.

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Each of the following statements is to be rated on a four point scale as to what extent the particular factor was influential in your decision to leave the area of education, physical education and recreation.

1. - very influential
2. - influential
3. - little influence
4. - no influence

Place a check mark (✓) in the appropriate set of brackets.

- | | |
|-------------------------------|--|
| 1 2 3 4 | |
| () () () () | There was little personal satisfaction in teaching. |
| 88 89 90 91 | |
| () () () () | The salary was insufficient for the time and work involved. |
| 92 93 94 95 | |
| () () () () | Many friends and acquaintances with less formal training were earning higher salaries in other vocational areas. |
| 96 97 98 99 | |
| () () () () | Irregardless of salary, the work load was too heavy in terms of extracurricular work, large enrolments and too many subjects. |
| 1 2 3 4 | |
| () () () () | The facilities were generally unattractive and under equipped. |
| 5 6 7 8 | |
| () () () () | There were too many restrictions regarding course content and curriculum by the Department of Education and local boards. |
| 9 10 11 12 | |
| () () () () | There was generally an apathetic attitude toward scholarship on the part of the parents and students. |
| 13 14 15 16 | |
| () () () () | Many co-workers seemed to have an unprofessional attitude toward teaching. |
| 17 18 19 20 | |
| () () () () | Students did not seem to appreciate the effort put forth in their behalf by the teaching staff. |
| 21 22 23 24 | |
| () () () () | As the age gap between myself and students increased, I found increasing difficulty in communicating and this was a deterrent to a relaxed atmosphere. |
| 25 26 27 28 | |
| () () () () | I seemed to lose enthusiasm for the job and it became a chore rather than a pleasure. |
| 29 30 31 32 | |

- 15 -

1. - very influential
2. - influential
3. - little influence
4. - no influence

1	2	3	4	
()	()	()	()	I became tired of the constant mental strain of working with young people.
33	34	35	36	
()	()	()	()	Teachers are often expected to be model examples in a community and at times must inhibit their true personality.
37	38	39	40	
()	()	()	()	Parents often support the children when they do things that are contrary to school regulations.
41	42	43	44	
()	()	()	()	Parents blame the teacher and the school when the child does poorly in school.
45	46	47	48	
()	()	()	()	Too much is expected of teachers in the way of participation in community affairs.
49	50	51	52	
()	()	()	()	Greater social privileges are enjoyed by professionals outside of the teaching field.
53	54	55	56	
()	()	()	()	There was a lack of a suitable pension plan for teachers.
57	58	59	60	
()	()	()	()	The possibilities for advancement were very limited.
61	62	63	64	
()	()	()	()	Salary increments should be on a "merit" rather than seniority basis.
65	66	67	68	
()	()	()	()	There was a lack of leadership at the supervisory level.
69	70	71	72	
()	()	()	()	Recent innovations in teaching, i.e., semestering open campus, discouraged me from staying in the field.
73	74	75	76	
()	()	()	()	The discipline problems that arose became a major cause of frustration.
77	78	79	80	
()	()	()	()	I was unhappy with many of the restrictive regulations imposed on the students.
81	82	83	84	
()	()	()	()	The grade levels with which I was working were not satisfactory.
85	86	87	88	
()	()	()	()	There was personality conflict with other staff members.
89	90	91	92	

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1. - very influential
2. - influential
3. - little influence
4. - no influence

<div style="display: flex; justify-content: space-around; margin-bottom: 5px;"> 1234 </div> <div style="display: flex; justify-content: space-around;"> ()()()() </div> <div style="display: flex; justify-content: space-around;"> 93949596 </div>	<p>There was a personality conflict with the administration.</p>
<div style="display: flex; justify-content: space-around; margin-bottom: 5px;"> ()()()() </div> <div style="display: flex; justify-content: space-around;"> 9798991 </div>	<p>My undergraduate training did not adequately prepare me for the many circumstances one encounters in teaching.</p>
<div style="display: flex; justify-content: space-around; margin-bottom: 5px;"> ()()()() </div> <div style="display: flex; justify-content: space-around;"> 2345 </div>	<p>The time, effort and cost of improving one's qualifications is not adequately compensated for in teaching.</p>
<div style="display: flex; justify-content: space-around; margin-bottom: 5px;"> ()()()() </div> <div style="display: flex; justify-content: space-around;"> 6789 </div>	<p>My economic status was not equivalent to that of many people with whom I mixed socially.</p>

APPENDIX E

Third Letter to Subjects

21 Gilmore Crescent
St. Albert, Alberta
June 16, 1970

Dear

Just a brief note to remind you that I have not received the completed questionnaire that I sent you a few days ago. Generally, the response has been very encouraging and with the return of a few more questionnaires I will have sufficient information to carry out the study.

If your questionnaire has been mailed by the time you receive this letter, thanks very much for your co-operation; if not, I will look forward to receiving your response in the near future.

Yours sincerely,

Lorne Wood

B29964